

DOCUMENT RESUME

ED 445 535

FL 026 409

AUTHOR Ellis, Rod
TITLE Learning a Second Language through Interaction. Studies in Bilingualism, Volume 17.
ISBN ISBN-1-55619-737-3
ISSN ISSN-0928-1533
PUB DATE 1999-00-00
NOTE 295p.; Produced with contributions from Sandra Fotos, Qien He, Rick Heimbach, Hide Takashima, Yoshihiro Tanaka, Atsuko Yamazaki, and Hoda Zaki.
AVAILABLE FROM John Benjamins North America, P.O. Box 27519, Philadelphia, PA 19118-0519 (hardcover: ISBN-1-55619-736-5, \$83; paperback: ISBN-1-55619-737-3, \$34.95).
PUB TYPE Books (010)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Cognitive Style; Discourse Analysis; Grammar; *Interaction; *Interaction Process Analysis; Language Aptitude; *Language Processing; *Language Research; Linguistic Theory; Linguistics; Psycholinguistics; Second Language Instruction; *Second Language Learning; Sociolinguistics; Structural Analysis (Linguistics); Syntax; Vocabulary

ABSTRACT

This book examines different theoretical perspectives on the role that interaction plays in second language acquisition. The principle perspectives are those provided by the Interaction Hypothesis, Socio-Cultural Theory, and the Levels of Processing Model. Interaction is defined broadly; it is seen as involving both intermental and intramental activity. The theoretical perspectives are explored empirically in a series of studies that investigate the relationship between aspects of interaction and second language acquisition. A number of these studies consider the effects of interaction on the acquisition of vocabulary (word meanings) by both adult and child second language (L2) learners. In addition, the effects of language aptitude on input processing are considered, as well as the contribution that interaction makes to the acquisition of grammatical knowledge. These studies provide clear evidence that social and intermental interaction are major forces in the acquisition of an L2. Finally, the book considers a number of pedagogic specifications, in particular the importance of discourse control as a means of learners' obtaining the quality of interaction likely to foster L2 acquisition. The book is divided into 11 chapters spread across 2 sections. References and an index are included. (Author/KFT)

**THIS
DOCUMENT
NOT
AVAILABLE
FROM

EDRS**